



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

PSHCE Policy

Personal, Social, Health and
Citizenship Education

Date March 2022

**RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE**



1. Context

This policy supports a whole school approach to PSHE and Citizenship (PSHCE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.

1.1 Statutory Status of Relationships Education and Health Education

This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHCE) curriculum.

1.2 Wider Context

Our approach to the teaching of PSHCE supports our duties relating to [Keeping Children Safe in Education](#), [Equality Act 2010](#), SEND, championing the diversity strategy and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by [OfSTED](#) in relation to 'Behaviour and Attitudes' and 'Personal Development'.

1.2.1 Related Policies

This policy acts as an overarching policy for theme-specific policies and guidance in the following areas: Anti-bullying, Relationships and Health education, Science, Lunch Policy and Physical Education Policy. These policies include more detailed explanation of how these themes will be delivered.

It is also linked to and is taught in the context of the following policies: Behaviour, Safeguarding, Anti-bullying, SEND, Diversity Strategy, Health and Safety, ICT/Computing (including E-safety & Acceptable Use policy), Science.

1.2.2 Duty to Promote Wellbeing

[The Education and Inspections Act 2006](#) places a requirement on schools to promote pupils' wellbeing (as defined in the [Children Act 2004](#)) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHCE is a significant part of our response to these duties.

1.2.3 National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.'

1.3 Our beliefs about PSHCE

We believe that PSHCE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.

PSHCE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and possible parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.

1.4 Defining PSHCE

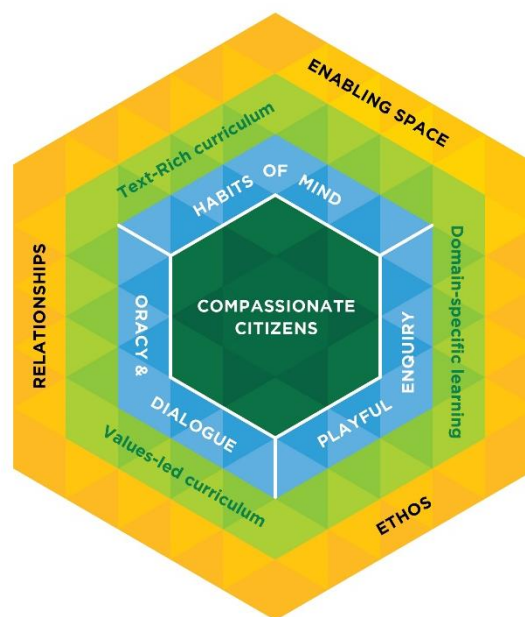
We will use 'Personal, Social, Health and Citizenship Education' (PSHCE) as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHCE provision will be accessed through the planned, taught curriculum. Our PSHCE curriculum is supported by whole school enrichment activities.

Many aspects of our PSHCE provision are statutory from Sept 2020, as part of Relationships Education and Health Education. However, there are other areas which we consider important for our children e.g. Road Safety and Financial Education. These areas are not statutory, but we will teach them in the wider context of our PSHCE provision to meet the needs of our children.

We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHCE programme.

2. Vision and Aims

- 2.1 Vision of the school: to develop compassionate citizens who are articulate, knowledgeable, collaborative, creative and interculturally minded.
- 2.2 Embracing Diversities & Ensuring Inclusion: We want *everyone* to feel welcome and included. We have an ambitious vision to nurture children to become active and compassionate citizens.
- 2.3 Vision of the subject: to nurture respectful and compassionate children who are confident about their own personal health and safety, aware of how to be a proactive member of society and be a positive citizen of our diverse global community.



2.4 Aims of this policy:

The aim of our PSHCE Policy is to ensure quality and consistency in our approach to all aspects of PSHCE in our school. This includes our whole school approach to promoting health and wellbeing, as well as the curriculum.

The policy aims to:

- explain the central role PSHCE plays in the life of the school and in children's learning, within the context of national and local guidance
- provide guidance to members of staff in all roles about their responsibilities in relation to PSHCE
- ensure that the entire school community understands the role of PSHCE in the ethos of the school
- ensure a consistent approach to planning and delivering PSHCE

- ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to teach the PSHCE curriculum
- promote partnership work with parents/carers to support children's learning and development in PSHCE, health and wellbeing
- support children's involvement in reviewing and developing work related to PSHCE and Healthy Schools
- enable the assessment of children's learning in line with local and national guidance
- ensure the continuing development as a healthy school
- provide guidance about the criteria for selecting and using high quality resources
- provide guidance to help ensure the quality of methodology and approaches to teaching and learning in PSHCE
- support the PSHCE leader in monitoring, reviewing and developing practice.

3. Curriculum

Our aims for PSHCE are:

- To enhance skills for communication, empathy and healthy relationships which underpin success both in learning and positive relationships.
- To support the development of resilience, self-esteem, self-efficacy and aspiration.
- To offer accurate and relevant knowledge to support decisions about personal wellbeing and health.
- To explore the relevance of knowledge for personal situations and decision making.
- To offer opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- To offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

3.1 Our PSHCE Curriculum

Our PSHCE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:

Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.

Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).

Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.

Economic Wellbeing: including Financial Capability.

3.2 Curriculum organisation

The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

- 'Effective teaching ...will ensure the core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way within a planned programme of lessons.'
- 'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

We recognise the increased importance of PSHCE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

Children receive their entitlement for learning in PSHCE through a progressive, spiral curriculum. Our PSHCE programme is taught through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHCE
- subjects across the curriculum, e.g. science, English, RE, History, Design Technology
- enrichment weeks/days, e.g. Anti-bullying week, neurodiversity week, Health week
- visitors
- residential and day visits, e.g. trip to Bawdsey Manor, visit to museums
- assemblies on our school's values
- small group interventions, e.g. social skills groups.

We recognise that PSHCE is best taught by adults who know our children well. PSHCE will primarily be taught by the class teacher, supported by other members of staff where appropriate.

3.3 Inclusion, Equality and Diversity

We promote the needs and interests of all pupils, inclusive of gender, culture, identity and neurodiversity. Our approaches to teaching and learning take into account the neurodiversity, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHCE curriculum.

In relation to those with special educational needs, we will review our PSHCE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability
- their need to develop assertiveness and their sense of self
- the need to involve all staff and carers in policy development, planning and training
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHCE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction.

The protected characteristics are: age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that PSHCE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity.

We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

3.4 Confidentiality and Safeguarding

The teaching of high quality PSHCE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHCE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.

Staff will build safe learning environments through the creation of Ground Rules specific to PSHCE. Staff will use distancing techniques such as puppets, case studies and children's fiction to make direct talk about home circumstances less likely in a whole class teaching situation.

Adults will ensure that children understand what they may and may not keep confidential.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

4 Pedagogical approach

A wide range of methodology is used in teaching the PSHCE curriculum. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs/groups, drama and role play, use of puppets, use of story and picture books and use of technology. Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

Many of the approaches we use in PSHCE will also be employed in other areas of the curriculum to further develop communication, group work and debating skills.

Ground Rules

PSHCE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Teachers and children together develop ground rules, which ensure that every child feels safe and is able to learn in a supportive and caring environment.

Answering Questions

We acknowledge that sensitive issues will arise in PSHCE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHCE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHCE leader. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a 'Question box', where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

Further information about how we will answer questions about aspects of PSHCE such as Relationship Education, Sex Education (science) and Drug Education (health education) can be found in the specific policies for those areas.

4.1 Curriculum Materials and Resources

We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE.

We will avoid a 'resource-led' approach to delivering PSHCE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.

When PSHCE related resources are being used within other subject areas the same criteria are applied. This also applies to online resources, such as the use of websites and presentations.

We will use children's books, both fiction and non-fiction, extensively within our PSHCE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts. The key texts we use are listed within the Cambridgeshire PDP Units of Work.

5 Assessment

We assess children's learning in PSHCE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives/making progress in statements, which are explained to the children, and we may negotiate success criteria with them at the start of each topic.

We record children's work in PSHCE in their topic book and teachers keep a record in their responsive teaching journal.

We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. Teacher assessment is used to provide an overview of the child's learning within a unit of work. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments. Teachers will also listen to what children say within PSHCE lessons – many PSHCE lessons will not have written outcomes and will often be discussion led.

We report to parents/carers at the end of the school year on children's learning and progress within PSHCE.

6 Quality Assurance

This policy has been drawn up in consultation with all staff, parents/carers, children, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of PSHCE in our school and assuring the quality of what children are taught and how they are taught is reviewed regularly. We will use the following indicators to quality assure and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted.
- A flexible approach to delivering PSHCE that responds to children's needs (identified through consultation, research or observation) is in place.
- Children are receiving an entitlement curriculum for PSHCE in line with statutory requirements and the Cambridgeshire Personal Development Programme.
- There are clearly identified learning objectives for all PSHCE activities, and children's learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors is evaluated.
- Policy and practice is reviewed regularly and involves staff, governors and, where appropriate, children; learning walks, pupil voice, planning shares
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community.
- Our website reflects our provision in PSHCE.

The PSHCE leader is responsible for overseeing and reviewing this policy.

The Policy will be reviewed every 3 years, or sooner if there are significant changes or circumstances necessitate a review.

7 Professional Development & Core Professional Reading

The below links are national documents that have informed our PSHCE/Relationship Policy and it is good practice for teachers teaching PSHCE to familiarise themselves with them.

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)